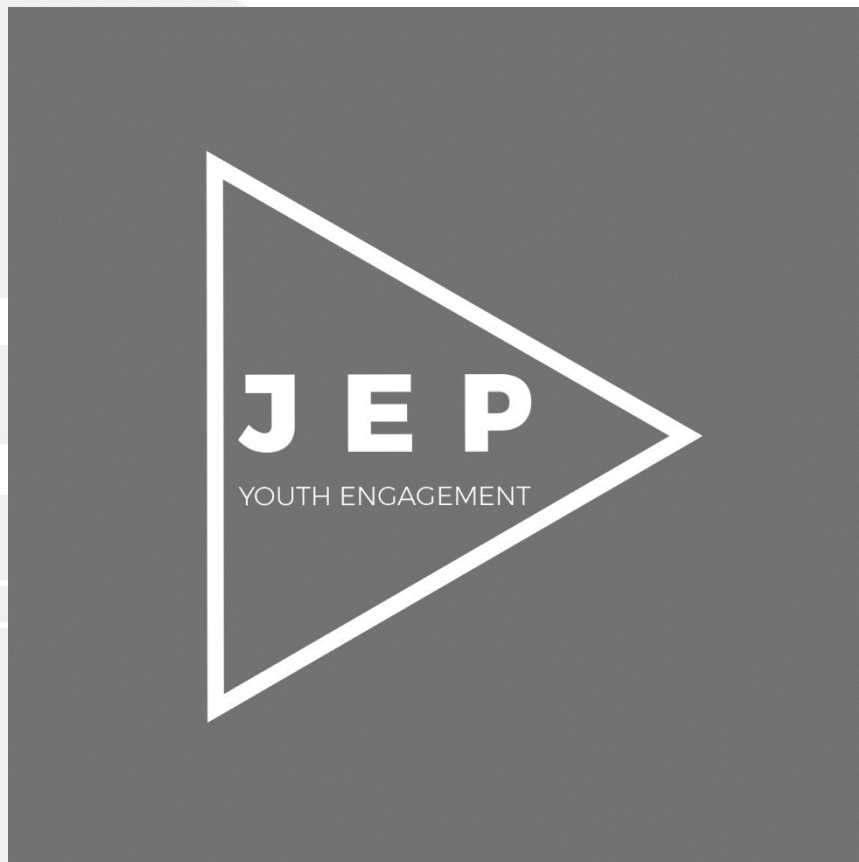


JEP YOUTH ENGAGEMENT



SEND Policy

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1. Introduction and Policy Rationale

JEP is committed to creating confident, resilient learners who develop a clear sense of identity and who aspire to achieve a good quality of life for themselves and their communities. This is achieved through the delivery of personalised learning packages and support appropriate to educational and well-being need, which comprises a combination of the following components:

- Cognition & Learning
- Speech, Language and Communication
- Social, Emotional, Mental Health & Wellbeing
- Academic Challenge

Our approach is holistic and person-centered, with all systems aligned to ensure each individual young person's needs are comprehensively assessed, supported and reviewed at a frequency which corresponds and adapts to level and intensity of need.

This policy is to be considered alongside the SEND Information Report

2. Legal and Statutory Framework

This policy is written in line with the following statutory guidance and legislation:

- SEND Code of Practice (0–25), updated September 2024
- Children and Families Act 2014, which sets out schools' responsibilities for young people with SEN and disabilities
- Education Act 1996 (Section 19 – duty to arrange suitable education for those unable to attend school)
- Alternative Provision Statutory Guidance, updated February 2025
- Arranging Alternative Provision: Guide for Local Authorities and Schools (2025)

3. Definitions

A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. The Special Educational Needs and Disability (SEND) Code of Practice defines a learning difficulty or disability as:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We recognise the four categories of need:

1. Communication and Interaction (e.g., ASD, speech & language needs)
2. Cognition and Learning (e.g., dyslexia, global delay)
3. Social, Emotional & Mental Health (SEMH)
4. Sensory and/or Physical Needs

Many of our placements relate to SEMH, but we never assume this is the only need.

4. Identification of SEND Needs in an Alternative Provision Context

As an Alternative Provision, one of our key functions is to equip and support young people to transition to an alternative setting, whether it be a return to a mainstream setting, to a specialist provision, or to a post-16 setting. Our SEND population remains consistently high at around 90%, with 65% already in receipt of an EHCP.

Learners may arrive at JEP with:

- An existing EHCP
- Identified SEND from their home school
- Emerging needs recognised through initial placement assessment
- Needs linked to exclusion, behaviour, SEMH, health issues, or disrupted schooling

Initial assessments include academic baselines, well-being assessments, safeguarding review, and review of previous documentation.

5. Roles and responsibilities

5.1 The Business and Education Leadership Team

- Ensures compliance with SEND legislation.
- Provides staffing, training, and resources for SEND support.

5.2 The SENDCo

- Work with the education leadership team to determine the strategic development of the SEND policy and provision in the setting
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual young people with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that young people with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the setting's delegated budget and other resources to meet young people's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure young people and their parents are informed about options and a smooth transition is planned
- Work with senior leaders to ensure that the setting meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the setting keeps the records of all young people with SEND up to date

5.3 The Teachers

Each class teacher is responsible for:

- The progress and development of every young person in their class
- Working closely with any support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each young person's progress and development and decide on any changes to provision
- Using the ILPs as an integral piece of practice

5.4 Support Staff

- The progress and development of every young person in their class
- Working closely with any support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each young person's progress and development and decide on any changes to provision
- Using the ILPs as an integral piece of practice

5.5 Parents/Carers

- Are partners in planning and reviewing SEND support
- Receive regular communication and updates

5.6 Referring Schools (Where Applicable)

- Must provide full SEND information on referral
- Retain responsibility for EHCP duties (unless formally transferred)

6. Staff Training & Qualifications

The SENDCO was appointed in January 2026 and holds the following qualifications:

- PGCE with QTS
- NASENCO (National Award for SEND Coordination)
- NPQ SEND (Pending)

JEP runs a continual cycle of CPD throughout the academic year, for all staff, focusing on strategies for supporting SEND, De-escalating behaviour and teaching and learning models.

7. Graduated Approach to SEND Support

At JEP we follow the **Assess → Plan → Do → Review** cycle. This ensures that all young people receive personalised support in the context of their changing needs. All young people receive an ILP (Individual Learning Plan) on entry to JEP and this is used to record and monitor the impact of the graduated approach.

Assess

- Gather academic, behavioural, and wellbeing data
- Seek input from specialists when required

Plan

- Agree adjustments, interventions, and support strategies
- Set short-term, measurable outcomes

Do

- Deliver targeted support, personalised learning, therapeutic work, or specialist interventions

Review

- Evaluate progress every 6–12 weeks
- Adjust provision as necessary

8. Involving Specialists

We work with the following agencies to provide support for young people with SEND:

- **Educational Psychology Service**
- **Local Authority SEND Teams**
- **Local Authority CLA Teams**
- **CAMHS**
- **Community Paediatrics**
- **Speech & Language Therapy Services**
- **School Health**
- **Youth Offending Service**
- **Children's Services**

9. Monitoring Arrangements

This policy and Information Report will be reviewed by the SENDCo and senior leaders every year. It will also be updated if any changes to the information are made during the year.

10. Links with Other Policies & Documents

This policy should be read in conjunction with our policies on:

- **SEND information report**
- **Head of Centre reports**
- **Attendance**
- **Behaviour**
- **Safeguarding**
- **Complaints and compliments**